

Component I
**Gifted Education Programming Criterion:
Guiding Principles**

State Law (Montana Code Annotated - MCA) Administrative Rules of Montana - (ARM)	Minimum Required Practices	Exemplary Practices
<p>Defining Gifted Children.</p> <p><u>Montana Code References:</u> Montana Code Annotated: 20-7-901. Definitions. As used in this part the following definitions apply:</p> <p>(1) “Gifted and talented children” means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.</p> <p>(2) “Professionally qualified persons” means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils’ special competencies.</p> <p>20-7-902. School district programs to identify and serve the gifted and talented child.</p> <p>(2) In identifying gifted and talented children, the school district shall:</p> <p>(a) consult with professionally qualified persons and the parents of children being evaluated;</p> <p>(b) consider a child’s demonstrated or potential gifts or talents; and</p> <p>(c) use comprehensive and appropriate assessment methods including objective measures and professional assessment measures.</p> <p>Administrative Rules of Montana: 10.55.804 Gifted and Talented</p> <p>(3) Each district shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.</p> <p>10.55.804 Gifted and Talented Appendix H - Framework Item number:</p> <p>(1) Framework includes: Student selection criteria based on current research supported best practices.</p>	<p>Gifted learners are identified K-12.</p> <ul style="list-style-type: none"> • Guided by research supported best practices. • Considers gifted learners’ demonstrated or potential gifts or talents. • Utilizes comprehensive and appropriate assessment methods. • Consults with professionally qualified persons and the parents of the child being evaluated. 	<p>Gifted learner identification process (K-12) is ongoing and reflects current best practice and research.</p> <ul style="list-style-type: none"> • Review and revise district guiding principles, identification guidelines and procedures annually. • Considers gifted learners’ demonstrated and potential gifts or talents. • Includes multiple and appropriate assessment methods and student data. • Accepts nominations for services from any source (e.g., teachers, parents, community members, peers, etc.).

Component II
Gifted Education Programming Criterion:
Student Identification based on Research Supported Best Practices

State Law (Montana Code Annotated - MCA) Administrative Rules of Montana - (ARM)	Minimum Required Practices	Exemplary Practices
<p>An identification process for gifted learners K-12 must be in place. <u>Montana Code References:</u> Montana Code Annotated: 20-7-901. Definitions. As used in this part the following definitions apply: (2) "Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors. (2) "Professionally qualified persons" means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils' special competencies.</p> <p>20-7-902. School district programs to identify and serve the gifted and talented child. (2) In identifying gifted and talented children, the school district shall: (a) consult with professionally qualified persons and the parents of children being evaluated; (b) consider a child's demonstrated or potential gifts or talents; and (c) use comprehensive and appropriate assessment methods including objective measures and professional assessment measures.</p> <p>Administrative Rules of Montana: 10.55.804 Gifted and Talented (3) Each district shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.</p> <p>10.55.804 Gifted and Talented Appendix H - Framework Item number: (1) Framework includes: Student selection criteria based on current research supported best practices.</p>	<p>Gifted learners are identified K-12.</p> <ul style="list-style-type: none"> • Guided by research supported best practices. • Considers gifted learners' demonstrated or potential gifts or talents. • Utilizes comprehensive and appropriate assessment methods. • Consults with professionally qualified persons and the parents of the child being evaluated. 	<p>Gifted learner identification process (K-12) is ongoing and reflects current best practice and research.</p> <ul style="list-style-type: none"> • Review and revise district guiding principles, identification guidelines and procedures annually. • Considers gifted learners' demonstrated and potential gifts or talents. • Includes multiple and appropriate assessment methods and student data. • Accepts nominations for services from any source (e.g., teachers, parents, community members, peers, etc.).

Component III

Gifted Education Programming Criterion: Curriculum and Instruction

Gifted education services must meet the academic and affective needs of the gifted learner.

State Law (Montana Code Annotated - MCA) Administrative Rules of Montana - (ARM)	Minimum Required Practices	Exemplary Practices
<p>Curriculum must be differentiated for gifted learners K-12.</p> <p><u>MontanaCodeReferences:</u></p> <p>Montana Code Annotated:</p> <p>20-7-901. Definitions. As used in this part the following definitions apply:</p> <p>(1) “Gifted and talented children” means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.</p> <p>Administrative Rules of Montana:</p> <p>10.55.804 Gifted and Talented</p> <p>(1) Districts shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.</p> <p>10.55.804 Gifted and Talented Appendix H - Framework</p> <p>Item number:</p> <p>(2) Framework includes: Curriculum designed to match services to identified students’ needs and aligned to national gifted education programming standards.</p>	<p>Curriculum differentiation is provided for gifted learners K-12.</p> <ul style="list-style-type: none">• Assess gifted learners in areas of strength and interests.• Review gifted learners’ placement in current curriculum.• Provide differentiation in content, process, product, complexity and/or pace to meet individual areas of need (strengths).	<p>Curriculum differentiation and curricular options are articulated and implemented for gifted learners K-12.</p> <ul style="list-style-type: none">• Assess gifted learners in areas of strength and interests.• Review gifted learners’ placement in current curriculum on an ongoing basis.• Provide extended options of differentiation specifically matched to gifted learners’ strengths and interests.• Student is placed in curriculum, appropriate to level of challenge (need) that is beyond the expected grade level content.

Component IV
**Gifted Education Programming Criterion:
 Support Services and Family Engagement**

Gifted education programs must provide structured support and assistance.

State Law (Montana Code Annotated - MCA) Administrative Rules of Montana - (ARM)	Minimum Required Practices	Exemplary Practices
<p>Support services must be provided.</p> <p><u>Montana Code References:</u></p> <p>Montana Code Annotated: 20-7-901. Definitions. As used in this part the following definitions apply:</p> <p>(2) “Professionally qualified persons” means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils’ special competencies.</p> <p>Administrative Rules of Montana: 10.55.804 Gifted and Talented</p> <p>(3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.</p> <p>10.55.804 Gifted and Talented Appendix H - Framework Items number:</p> <p>(5) Framework includes: Supportive services of school counselors, school psychologists, learning intervention specialists and others; and</p> <p>(6) Framework includes: Parental involvement in determining appropriate placement in program services, monitoring their student(s) participation in those services and the annual program review.</p>	<p>Support services provided by professionally qualified persons include:</p> <ul style="list-style-type: none"> • counseling; • testing and assessment; and • support for curriculum differentiation and/or differentiated instructional strategies. <p>Family Engagement is provided in determining appropriate placement in program services, monitoring their student(s) participation in those services and the annual program review.</p>	<p>Comprehensive support services, provided continually include:</p> <ul style="list-style-type: none"> • differentiated counseling, guidance and/or mentoring; • ongoing, comprehensive testing and assessment provided by psychologist • support for curriculum differentiation, differentiated instructional strategies and/or integration of current issues and concerns from other education fields; and • Parent organizations for support in parenting gifted children, and involvement and support of gifted and talented education programming in the school district and state. <p>Families are continually provided with a variety of opportunities to support the program, monitor their student(s) participation and to participate in annual review of the program.</p>

Component V

Gifted Education Programming Criterion: Teacher Preparation

Educators must have specialized preparation specifically related to gifted learners.

State Law (Montana Code Annotated - MCA) Administrative Rules of Montana - (ARM)	Minimum Required Practices	Exemplary Practices
<p>Professional development specifically related to gifted learners must be provided.</p> <p><u>Montana Code References:</u></p> <p>Montana Code Annotated:</p> <p>20-7-901. Definitions. As used in this part the following definitions apply:</p> <p>(2) “Professionally qualified persons” means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils’ special competencies.</p> <p>Administrative Rules of Montana:</p> <p>10.55.804 Gifted and Talented</p> <p>(4) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.</p> <p>10.55.804 Gifted and Talented Appendix H - Framework</p> <p>Item number:</p> <p>(3) Framework includes: Teacher preparation, including curriculum differentiation through multi-leveled interventions that serve the advanced needs of these students.</p>	<p>Professional development specifically related to the educational and social/emotional needs of gifted learners is provided in the areas of:</p> <ul style="list-style-type: none">• student assessment;• differentiated content, process and/or product;• instructional strategies; and• social/emotional synchronous and asynchronous developmental needs.	<p>Professional development specifically related to gifted learners is provided on an ongoing basis to all staff, in the areas of:</p> <ul style="list-style-type: none">• student assessment;• differentiated content, process and/or product;• instructional strategies; and• social/emotional synchronous and asynchronous developmental needs.

Component VI

Gifted Education Programming Criterion: Program Evaluation

Program evaluation must analyze the delivery and impact of gifted services.

State Law (Montana Code Annotated - MCA) Administrative Rules of Montana - (ARM)	Minimum Required Practices	Exemplary Practices
<p>The K-12 program for gifted learners must be evaluated.</p> <p><u>MontanaCodeReferences:</u></p> <p>Montana Code Annotated:</p> <p>20-7-904. Review and recommendations of proposals.</p> <p>(d) a method to evaluate the effectiveness of the program.</p> <p>Administrative Rules of Montana:10.55.804 Gifted and Talented Appendix H - Framework Item number: (4) Framework includes: Criteria for formative and summative evaluation to evaluate the program services during delivering and in an annual program review.</p> <p>.</p>	<p>The K-12 gifted program is evaluated through a method which includes:</p> <ul style="list-style-type: none">• formative criteria review (an ongoing look at how the program services are meeting the identified student needs; and• summative criteria review (an annual review of the program based upon summative data that describes the impact of the program and makes recommendations for changes as needed).	<p>The K-12 gifted program is evaluated through a formal method which is responsive to the needs of all stakeholders and includes:</p> <ul style="list-style-type: none">• formative criteria review (an ongoing look at how the program services are meeting the identified student needs; and• summative criteria review (an annual review of the program based upon summative data that describes the impact of the program and makes recommendations for changes as needed), and an• accessible written report detailing outcomes and recommendations for changes needed to align program services with identified student needs)